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ABSTRACT

The Star-Spangled Banner is the original flag that flew over Fort McHenry in Baltimore (Maryland) during its attack by the British during the War of 1812. It inspired Francis Scott Key, a lawyer being held on board a British ship in Baltimore Harbor, to write a poem that later became the words to the national anthem. Since 1907, the Star-Spangled Banner has been part of the collection at the Smithsonian Institution and has hung as the centerpiece of the National Museum of American History in Washington for over 30 years. Now the flag is being examined, cleaned, repaired, and preserved for future generations. This teacher's manual about the flag's history features an interdisciplinary project that focuses on history, music, language arts, and science. Following an introduction, the manual is divided into grade-level sections: Section One: Grades K-2; Section Two: Grades 3-5; and Section Three: Grades 6-8. Each section begins with an overview and contains activities in various academic disciplines. An appendix contains words and music to "The Star-Spangled Banner." Cites several primary sources and other resources. (BT)

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The Star-Spangled Banner Project: Save Our History. Teacher's Manual, Grades K-8.

O'Connell, Libby, Ed.

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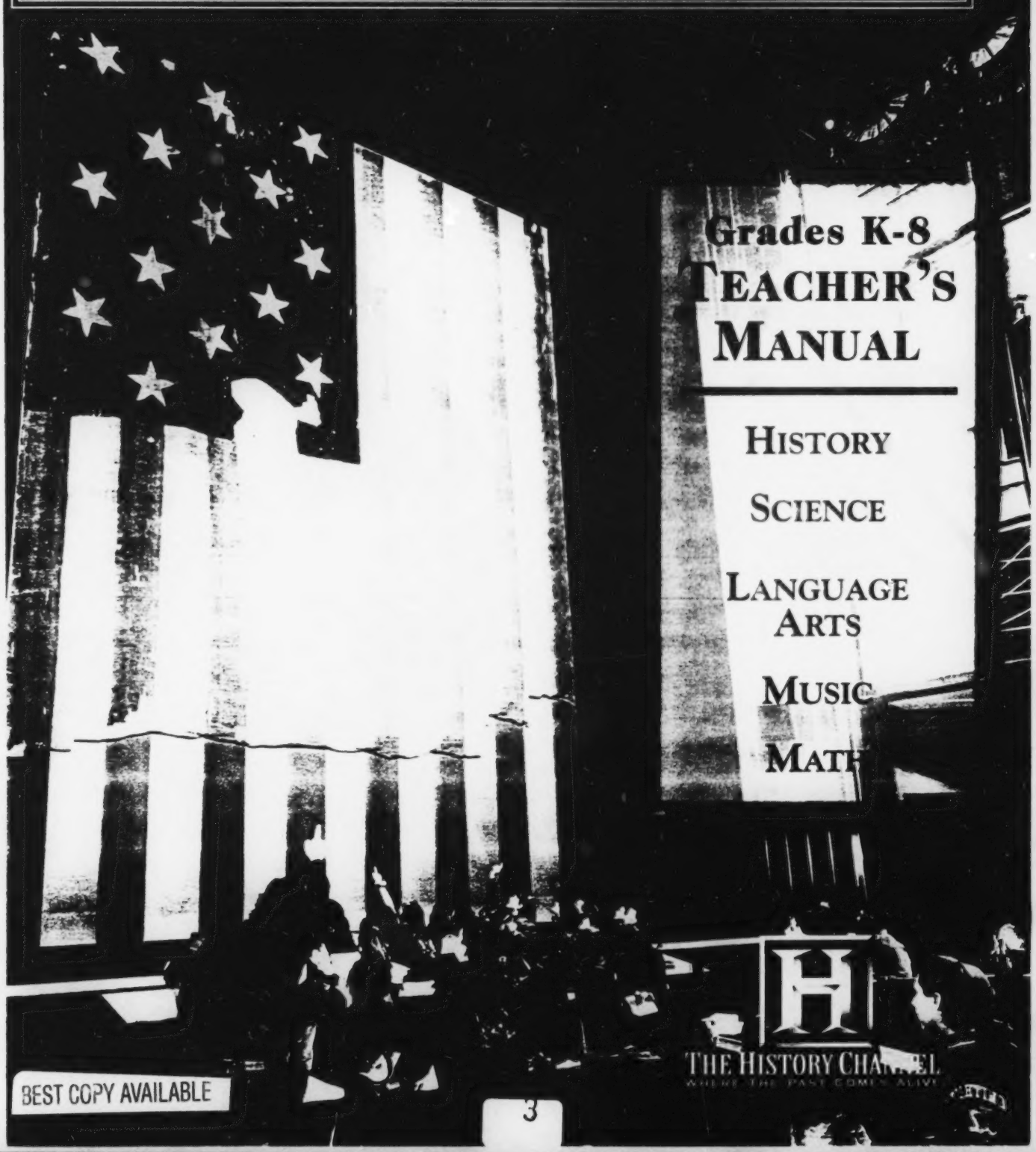
The Star-Spangled Banner Project



Grades K-8

TEACHER'S MANUAL

HISTORY

SCIENCE

LANGUAGE ARTS

MUSIC

MATH

THE HISTORY CHANNEL

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Table of Contents

Introduction 2

Section One: Grades K-2

Overview 3

Activities

Social Studies & Language Arts 3
Math 7
Music & Language Arts 9
Museums 10
Science 12

Section Two: Grades 3-5

Overview 16

Activities

Social Studies & Language Arts 16
Social Studies 21
Social Studies & Language Arts 23
Music, Poetry & History 24
Math 25
Science 26
Fun Facts & Games 28

Section Three: Grades 6-8

Overview 31

Activities

History 32
History & Language Arts 34
Language Arts: Poetry 36
History & Art 38
Science 41

Appendix

The Star-Spangled Banner 43 – 44
Primary Sources 49

Resources 53

Acknowledgements 54

THE STAR-SPANGLED BANNER PROJECT

The Star-Spangled Banner Project Teacher's Manual

The Star-Spangled Banner is the original flag that flew over Fort McHenry in Baltimore during its attack by the British during the War of 1812. It inspired Francis Scott Key, an American lawyer being held on board a British ship in Baltimore Harbor, to write a poem that later became the words to the national anthem. Since 1907, the Star-Spangled Banner has been part of the collection at the Smithsonian Institution, and has hung as the centerpiece of the National Museum of American History (NMAH) in Washington, DC, for over 30 years. Now the flag needs to be cleaned, examined, and preserved for future generations.

The NMAH and The History Channel have worked together developing this manual for teachers for a variety of reasons. The Star-Spangled Banner is one of the most important national symbols and historical artifacts in our country. While the final responsibility for its preservation lies with the NMAH, this project belongs to all Americans. It provides an ideal opportunity to teach children and adults about the flag's history and the importance of its preservation.

The history of the Star-Spangled Banner is a great story. It gives teachers an exciting vehicle for introducing countless aspects of American history, ranging from the grand scale event, such as the War of 1812, to the small, human detail of Mrs. Pickersgill sewing the flag in a brewery. The study of history is an essential component of our schools' curricula, ideally imparting the experience of the past while developing and honing skills of reading, research, analysis, and writing. We hope that you find the material in this manual a valuable resource for bringing history alive in your classroom.

This educational initiative is designed as an interdisciplinary project, including among other subjects, music, language arts and science activities. The Star-Spangled Banner Project provides the opportunity for a wide range of study, encompassing all ages and abilities. It allows a whole school system or school community to get involved. As an organizing theme for a special unit in eighth grade, or a unifying focus for a school district, this educational initiative can spark enthusiasm among students, teachers, and parents while building substantive knowledge and skills.

GRADES K-2

Section I: Overview for Teachers

Overview: The Star-Spangled Banner belongs to all Americans, whether they are 5 years old or 105 years old. Learning about this famous flag teaches us history. It also teaches us why historic preservation is important.

In addition to history and historic preservation, the story of the Star-Spangled Banner and its preservation will provide your class with interesting and creative ways to learn math, music, science, and language arts.

The history objectives and activities in the Star-Spangled Banner Project comply with the **National Standards for History** for Grades K through 4, as developed by the National Center for History in the Schools, Los Angeles, CA. Specifically, **Topic 3, Standard 4**: "How democratic values came to be, and how they have been exemplified by people, events, and symbols."

ACTIVITIES

I. The Story of the Star-Spangled Banner

INTRODUCTION

Below is a short retelling of the story of the Star-Spangled Banner and information about the Smithsonian Institution's National Museum of American History in Washington, DC., for a very young audience. Certain words, like "preservation", will be unfamiliar to them. You may want to review the vocabulary words listed on the next page, before and after you read them this story.

Objective: Students will be able to explain what the Star-Spangled Banner is and the role of the Smithsonian Institution in its preservation and conservation.

Time: One to two class periods.

Skills: Listening comprehension, map reading, coloring, reading comprehension.

Content area: Geography, history, language arts/reading

Materials:

- Story and questions provided on the next page
- Image of Star-Spangled Banner (see inside back cover)
- Art supplies

Vocabulary

banner-the flag of a country, state or army
commander-an officer, a person in charge of other people who gives orders
expert-a person who knows a lot about something or is very good at it
fabric-a material made by weaving or knitting threads together
inspire-to cause someone to create something or do something
Major-an officer in the Army, Air Force or Marines who ranks above a Captain
microscope-a tool that makes very small things look larger so that a person can see and study them
museum-a building for keeping, preserving and learning about interesting and important objects
patriotism-love and loyalty to a country
preservation-to protect things belonging to a country or a group of people through activities that do not damage or add to damage
Smithsonian Institution-a group of national museums and a zoo in Washington, D.C. with collections of objects and animals from the United States and around the world
souvenirs-something you keep to remember a person, place or event
triumph-to win or be successful
War of 1812-A war from 1812 to 1814, between the United States and Britain.
warship-an armed boat used in a war or battle
witness-someone who has seen or heard something

Directions

1. Review, as necessary, vocabulary words from the list above with your students using the definitions provided.
2. Have your students locate Great Britain (United Kingdom), America, Baltimore, Fort McHenry and any other geographically important landmarks, such as your hometown, on a map prior to reading the story.
3. Read or have your students read the short retelling of the story of the Star-Spangled Banner and information about the Smithsonian Institution's National Museum of American History in Washington, DC.
4. Discuss the listening comprehension questions with your students provided at the end of the story and have students complete suggested activities.

The Story of The Star-Spangled Banner

The Star-Spangled Banner is a very old American flag. It flew over a fort, Fort McHenry, in Baltimore, Maryland during the War of 1812. During the **War of 1812**, the British fought against the Americans. The **commander** of Fort McHenry, **Major** Armistead, wanted a very big flag that everyone could see. He wanted everyone to know that Fort McHenry belonged to the Americans. So Major Armistead asked Mary Pickersgill to sew a huge flag that was 30 feet high and 42 feet wide. Mrs. Pickersgill's 13-year-old daughter Caroline helped too. The flag had 15 white stars on a blue background, and 15 red and white stripes.

A year later, in September 1814, the British navy bombed Fort McHenry. **Warships** fired 200-pound cannon balls at the fort all day and during the night. Americans were scared that the British would win and take over the fort and the city of Baltimore. One American, named Francis Scott Key **witnessed** the bombing while he was on a ship. Because he was far away, he could not see Fort McHenry very well. All he could see were the bombs and the smoke from the battle. He was very worried that the Americans had lost the battle. But at dawn the next day, he saw the Star-Spangled **Banner** flying over Fort McHenry in **triumph**. Major Armistead's huge flag proved that the Americans had won. Mr. Key was so **inspired** that he wrote down some words for a poem about seeing the Star-Spangled Banner. Later his poem became the words to the song, "The Star-Spangled Banner". That song is our national anthem.

Major Armistead was very proud of the huge flag. After he died, his family kept the Star-Spangled Banner. On special holidays and celebrations, his family would display the flag so that everyone could see it. Sometimes people were given pieces of the flag as **souvenirs**. Later people realized that this huge flag was an important part of American history. It should be preserved very carefully, so that it would last for as long as possible.

In 1912, Major Armistead's grandson gave the Star-Spangled Banner to the **Smithsonian Institution**, a big **museum** in Washington, DC. He knew that the Smithsonian would take good care of the flag. He also knew that the Star-Spangled Banner should belong to all Americans. Since 1963, the original Star-Spangled Banner has hung in the National Museum of American History, which is part of the Smithsonian Institution, and over 5 million people see it each year. Major Armistead's grandson knew that the Smithsonian had **experts** who knew how to preserve a national treasure as important as the Star-Spangled Banner.

But now the Star-Spangled Banner needs help. Although the Smithsonian has worked hard to protect it, the flag is dusty and dirty from being on display all these years. The sunlight during the years it was flown at Fort McHenry has damaged the **fabric**. The Museum now keeps the space dark to limit damage light does to the flag. Experts at the Smithsonian are going to take down the flag and examine it very carefully. They will use special gentle vacuum cleaners to remove the dust and dirt in the most fragile areas. They will look at the fabric with **microscopes** to learn exactly what should be done. After lots of very careful investigation, the experts will decide how to **preserve** the Star-Spangled Banner for the future.

Discussion Questions

1. The original Star-Spangled Banner has 15 white stars on it. How many stars does our flag have today? What do the stars stand for?
2. The original Star-Spangled Banner has 15 red and white stripes on it. What did they stand for? How many stripes does our flag have today? What do the stripes on our flag stand for?
3. Where is Baltimore? Find it on a map of the United States. What happened there?
4. Who was Major Armistead? Why did he want such a big flag?
5. Why is Francis Scott Key important to the story of this flag?
6. Why were pieces of the Star-Spangled Banner cut off?
7. Do you think that Major Armistead's grandson was right to give the Star-Spangled Banner to the Smithsonian Institution? If it belonged to you, what would you do with it?
8. What does preservation mean? Why is it important to preserve the Star-Spangled Banner?
9. What is a museum?
10. President Clinton has said that the Star-Spangled Banner is a national treasure. What does that mean?

Extended Activities

1. Have students create their own Star-Spangled Banner. Some suggestions: color or paint the flag on construction paper or wood; make a flag montage using red, white and blue paper or fabric; weave a flag using palms and then paint or color; take pictures of red, white and blue objects and paste together in the form of a flag.

2. Have students find the United States and Great Britain on a map. Ask them to name the body of water that separates them. Now have them find the cities of Baltimore and London on the same map. What state is Baltimore in? Which country is London in? Have your students color a map indicating the United States, Great Britain, London, Baltimore, and the body of water that separates them. You may ask them to include surrounding states, cities, or countries.

3. Many families have their own treasures that they would like to preserve for future generations. Have students bring in a picture, or draw one, of a family treasure. Let each student tell a story about a family treasure and what makes it important and valuable. Ask your students if they can think of something they really value that they would like to save forever.

II. "Just How Big Is that Flag?": Math and Measuring the Star-Spangled Banner

Objective: Students will be able to measure 30 feet high by 42 feet wide and visualize the area of the Star-Spangled Banner.
Time: 20-45 minutes depending on who measures and cuts string.
Skills: Counting, measuring, spatial understanding, and teamwork.
Content area: Basic math, social studies
Materials:

- Blue and red colored ribbon, yarn or string
- Foot long rulers
- Scissors
- Playground, cafeteria, or gym
- Camera

Introduction

The original Star-Spangled Banner was 30 feet high and 42 feet wide. Mrs. Pickersgill sewed the original flag in 1813, with the help of her 13-year-old daughter, Caroline. Why did Mrs. Pickersgill make the flag that big? How big is 30 feet by 42 feet?

Directions

1. Prior to this activity, mark off each foot of the four strings with a marker so that your class can count the length and width, by ones and/or by fives. Leave a little extra string at the end so that each of the four pieces can be tied to the string representing the adjacent side.
2. Using a foot-long ruler, have students measure two pieces of blue string 42 feet long.
3. Using a foot-long ruler, have your students measure two pieces of red string 30 feet long.
4. Move to a large open area.
5. Explain that the measured strings represent sides of the Star-Spangled Banner and ask them if they can put them together in the shape of a rectangle.
6. Once they have figured out how the string needs to lie, have them tie the corners together. All of the class can help support the outline of the flag that they've created.
7. Take a picture of the string "flag" to display later.

Challenge

1. Let your class guess how many students can fit inside your flag. You may ask them to think of some other objects and guess how many of each would be required to fill in the flag.
2. Divide your class into groups of four. With rulers or measuring tape, have them measure other things in school, such as desks, blackboards, posters, and even areas like a basketball court in the gym. They can measure the size of your classroom, and/or measure things outside or at home. How do all these things compare in size to the Star-Spangled Banner? Create a poster showing the results of the class's findings.
3. Create a living flag. Pick students in your class to represent the stars and stripes of the Star-Spangled Banner. Based on which component they represent they should wear appropriate colors and determine where they need to stand/sit/lie down.
4. Introduce the concept of areas and perimeters. Ask students to differentiate between the perimeter and the area of the flag. This can be done for other objects as well.

III. "The Star-Spangled Banner": Music and Language Arts

Objective: Students will be able to recite and sing the words to our national anthem and be able to state who wrote the anthem.
Time: Fifteen minutes a day for six days.
Skills: Memorization, poetry, vocabulary, singing, timing.
Content area: Language arts, music
Materials:
• Words and music to our national anthem. See Appendix.

INTRODUCTION

The words to our national anthem, "The Star-Spangled Banner", were written by Francis Scott Key in 1814. The story of the Star-Spangled Banner, in the front of this section, gives a short history of this event. Soon after the Battle of Baltimore, the poem was set to a popular tune, "To Anacreon in Heaven". Although "The Star-Spangled Banner" was one of the songs sung at patriotic events from that moment on, it did not become our official national anthem until 1931.

Directions

1. Even though students are familiar with our national anthem since it is sung at school and other functions, review what a national anthem is as well as the words of our national anthem and what they mean.
2. Have students learn the words and meaning of one to two lines a day.
3. If possible, reinforce what they have learned in music class.
4. Compare it with another tune such as *America the Beautiful* or other patriotic songs.

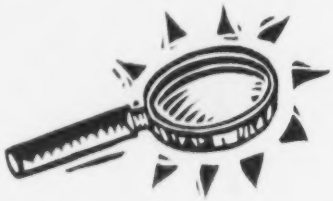
Challenge

1. Who wrote the words to our national anthem?
2. Have students describe what the national anthem means to them (they may draw a picture or write a poem or act it out).
3. Students can write their own national anthem.

IV. The Smithsonian Institution and Museums Today: Learning about Museums

Objective: Students will recognize the Smithsonian Institution and be able to explain what a museum does.
Time: About one hour. May be divided into two parts.
Skills: Reading comprehension, and/or listening, drawing and creative writing.
Content area: Language arts, art
Materials:

- Story provided below
- Drawing paper
- Pencils
- Crayons
- Magazines
- Scissors
- Poster board



Introduction

Museums are places where visitors can see many different objects and learn about them. People who work at museums help visitors learn from the objects, called artifacts. The museum experts preserve or take care of the artifacts owned by the museum so that they will last a long time. Some museums are all about science. Some show paintings and sculptures. What kinds of objects do you think you might see at the National Museum of American History?

Directions

1. Read the passage below with your class.
2. Lead a discussion based on the questions that follow.

What is the Smithsonian Institution? James Smithson was born in Great Britain, in 1765. He was a very good scientist. Mr. Smithson believed that education and learning new things was very important. When he died in 1829, he gave all his money to the United States of America. He asked that the American government set up a new institution called the "Smithsonian Institution", in Washington, DC. In 1846, after many years, the institution was founded and it included a museum.

Now the Smithsonian has grown to include 16 different museums and galleries, and the National Zoo. There are art, science, and many other kinds of museums. They belong to all Americans. One of the most popular museums is the National Museum of American History. That's where experts are preserving the Star-Spangled Banner.

Discussion Questions

1. Have you ever been to a museum? What type of museum was it? Students should share their museum experiences with the class.
2. Why are museums important?
3. Why do they preserve things?
4. What is the job of people who work in museums?
5. What would you include in a museum if you could create one yourself?

Activities:

1. Have students draw or cut out pictures of what they'd like to see in a museum.
2. Have students draw a picture of a museum they would like to create. Using poster board or oaktag, they can make a larger picture of their museum and label the things they drew.
3. Students may write a story about a museum they have visited or would like to visit.

Preparatory Activity: Have children cut pictures from magazines and newspapers to include on their posters or drawings. This can be done as a homework assignment.

Challenge

1. If the class has internet access, look up the NMAH website at www.si.edu/nmah and look at the objects on "A-Z" page from the museums collection.
2. Small groups may create an exhibition together.

V. Preservation and the Power of Light: Science and the Star-Spangled Banner

Objective: Students will understand the effects of ultraviolet light on the state of the Star-Spangled Banner.
Time: One week.
Skills: Hypothesizing, drawing conclusion.
Content area: Science
Materials:
- Colored construction paper
- The story of the Star-Spangled Banner (pg. 5)
- 2 pieces of colored construction paper (various colors)
- Windowsill
- Closet or drawer

Vocabulary

banner-the flag of a nation, state or army
classify-to arrange or organize according to class or category
color-the property of reflecting light of a particular wavelength
compare-to examine in order to note similarities or differences
fabric-cloth produced by knitting, weaving or pressure
faded-something which has lost its brilliance and or loudness gradually
flag-a piece of cloth of distinctive size, color and design, used as a symbol, standard, signal or emblem
gas-a substance which has no definite volume or shape
hardness-how resistant to pressure something is
liquid-a substance that has a definite volume but can change shape
matter-something that occupies space that can be perceived by the senses
odor-the way something smells
preserve-to keep safe from injury, to protect from damage
preservation-the protection of cultural property through activities that minimize chemical and physical deterioration and damage that prevent loss of informational content. The primary goal of preservation is to prolong the existence of these things belonging to a country or group of people

properties-characteristic traits
shape-the form something takes
size-the physical dimensions, proportions, magnitude or extent of something
solid-a substance that has a definite volume and shape
texture-the surface structure of a substance
weight-how heavy something is

Introduction

Learning about the preservation of the Star-Spangled Banner will help students understand comparison, physical properties, and the impact of light on fabric over time. Use our suggestions as jumping-off points for other science activities.

Directions

1. Read the paragraph below to students.
2. Have students answer the questions provided.

The National Museum of American History is preserving the Star-Spangled Banner so it will last a long time. The Museum has to be very careful with it because it is so old. The banner is made out of wool. The stars on it are made of cotton. The cotton and the wool have grown weaker because the flag is so old. The colors are not as bright as before. If you see a picture of the original Star-Spangled Banner (see inside back cover) or on the National Museum of American History's website – www.si.edu/nmah) you will notice that the red, white, and blue colors are not bright like the colors on the flag in your school. The colors on the old flag have faded.

Discussion Questions

1. The Star-Spangled Banner was made in 1813. Was it made before you were born? Can you calculate how old it is? Is it older than you are? Does that make it old or new?
2. Describe what happens to things as they get older.
3. Imagine that you have a very old (older than you!) piece of material. How do you have to handle it? Why?
4. Many things can make fabric colors fade. Washing a pair of jeans many times can make the color of the jeans fade. What else can make colors fade?

Experiment:
Why isn't the Star-Spangled Banner as bright as the flag in your classroom?

Materials:
- 2 pieces of colored construction paper (various colors)
- Windowsill
- Closet or drawer

Directions

1. Break class into pairs.
2. Give each student a piece of colored construction paper (students in a pair should receive the same color paper).
3. Students place one piece of construction paper in a sunny area (windowsill) and the other piece of construction paper in a dark area (closet or drawer). Students can devise ways to "block" light by placing objects on the paper. **Note:** This will help them with discussion and make for more exciting results.
4. Ask class to hypothesize about what will happen to the different pieces of construction paper. Have them write down and explain their answers.
5. Compare the two pieces of construction paper and review student hypothesis daily and chart any changes.
6. As a variation to this activity you may substitute fabric for the construction paper. **Note:** This will take much longer and requires the use of non-colorfast fabric.

Discussion Questions

1. Was your original hypothesis correct?
2. What effect did light have on your piece of construction paper? In what ways did it change? Stay the same?
3. Did all colors fade at the same rate? Which colors faded more? Less? Why do you think there is a difference in the way the colors fade?
4. What else can light do besides fade color?
5. Based on the results of your experiment what do you think light has done to the Star-Spangled Banner? Has light affected the different colors of the flag in different ways? Which colors do you think faded the most? Why?
6. Why do you think the Star-Spangled Banner needs to be protected from light?
7. Think of some different ways to keep light off the flag. How can the Museum protect it from light, but still allow people to see it?

Challenge

Using the American flag in your classroom, have your students identify the physical properties of the flag:

Shape (round, square, triangular, etc.), size (large, small), color, odor (does it have one?), hardness (hard or soft), texture (rough, smooth), weight, and state of matter (solid, liquid, or gas).

Time: About 45 minutes to identify the properties of the flag. Chart making can be an overnight assignment, or another class period.

Skills: Recognizing shapes, colors, and other physical properties, classifying, comparing, creative thinking, analysis.

Directions

1. Make a large chart on poster board. This can be done for the entire class or by individual students depending on ability.
2. Have students pick various objects (a toy, food, clothing, seashell, etc).
3. List these objects on the bottom of the chart.
4. Complete the chart by listing the different physical properties mentioned above along the other side of the chart.
5. Have your class compare the different properties.
6. As an added challenge see if students can guess what an object is based on its properties alone.

GRADES 3-5

Section II: Overview for Teachers

Overview: The story of the Star-Spangled Banner and the shelling of Fort McHenry present a special opportunity for children in grades 3 - 5. They can learn that good history requires detective work. In this unit they can examine historical evidence including maps and other primary sources, some of which can be found in the appendix.

Other subjects included in this multi-disciplinary unit include music, creative writing, math, and science. A unique aspect especially designed for ages eight through ten is the fun fact list, with bits of information about the flag and the national anthem. The "Fun Facts" provide the basis for games, in-class competitions, and unusual projects. Information about the National Museum of American History will help students understand the role of museums in both preservation and the transmission of knowledge and culture.

The history objectives and activities in the Star-Spangled Banner Project comply with the **National Standards for History** for Grades K through 4, and Grades 5 through 12, as developed by the National Center for History in the Schools, Los Angeles, CA.Specifically, this section meets **National Standards 1** (Chronological Thinking), **2** (Historical Comprehension), and **3** (Historical Analysis and Interpretation) within **Era 4** (1801-1861).

ACTIVITIES

I. A History of The War of 1812 and The Star-Spangled Banner

Objectives: Students will be able to cite the origins and outcome of the War of 1812 and be able to place the creation of the Star-Spangled Banner in a chronological framework.
Time: 3 to 5 class periods.
Skills: Reading, map-making.
Content Areas: History, geography
Materials: Poster board or oak tag, colored markers, pencils.

INTRODUCTION

Many textbooks for grades 3 through 5 do not include the story of the War of 1812. Below is a narrative about the War of 1812 and the history of the Star-Spangled Banner. Reviewing the vocabulary with your students is recommended prior to reading the narrative in class.

Vocabulary

Appalachian Mountains-a mountain chain in the eastern United States
Baltimore-a port city in the State of Maryland
brewery-an establishment for the manufacture of beer
Capitol Building-the building in Washington, D.C. occupied by the Congress of the United States
disrupt-to interrupt or impede progress
emperor-the male ruler of an empire
flogged-beaten
frontiersmen-men who live on the frontier, an unsettled area
generation-people born and living at a particular time
Gulf of Mexico-a large body of water partially blocked by land, South of the central United States and East of Mexico
impressment-the act of seizing people or property for public service or use
ironically-directly opposite of what is expressed or expected
Library of Congress-a National Library sponsored by the United States Congress
national anthem-the song which represents a particular state or nation
national treasure-a person, place or thing revered by a nation
needlessly-unnecessary
New Orleans-a port city located in the state of Louisiana
overcome-to overpower or be victorious
Parliament-a national representative body having supreme legislative power
patriotic-feeling love for and loyalty to your country
port-a town having a harbor for ships
press gangs-a company of men under an officer detailed to seize men and put them into military or naval service
publish-to prepare and produce printed material for public distribution
represent-to stand for something
revenge-to inflict punishment in return for injury or insult
revolution-a sudden or momentous change; the sequence of actions taken by American colonists from 1763 to 1775 protesting British rule culminating in the Revolutionary War, the American Revolution
to sack-to attack and cause destruction in a city or place
territory-land or waters owned by a country
tragic-dramatic and disastrous
treaty-a formal agreement between two or more parties
vessels-water craft larger than a row boat
volunteers-people who give their services by their own free will
war hawks-members of the twelfth US Congress who advocated war with Great Britain
witnessing-seeing or hearing something first hand

The War of 1812 & The Star-Spangled Banner

In 1802, Napoleon became **emperor** of France. He wanted to conquer most of Europe, and was almost successful. The British declared war on France to put a stop to Napoleon. The British had a great navy, with many warships, but they always needed sailors. Life on board ship was rough, the food was bad, and sailors could be **flogged** if they made a mistake. In Britain, young men were captured by **press gangs** who forced them to join the navy. Then the British started seizing American ships and taking sailors to serve on their own ships. This was called **impressment**. It was similar to kidnapping. Many Americans grew outraged over the impressment of American sailors.

Americans were angry with the British for other reasons as well. Before the **American Revolutionary War**, the British built forts west of the **Appalachian Mountains**. When the Americans won the Revolution, the British promised to hand over the forts. But by 1812, 29 years after the **treaty** to end the Revolution had been signed, the British still held onto their forts. They would not let settlers move west. The British also protected Native Americans who lived on lands the American settlers wanted. The Native Americans were angry that many whites wanted to seize their land.

The people who wanted to fight against Britain were called **"war hawks"**. Henry Clay from Kentucky and Andrew Jackson from Tennessee were two leaders of the war hawks. Other Americans did not want to go to war against the British. People who were involved in the sea trade, especially in New England, did not want to see their commerce **disrupted**.

In 1812, when James Madison was President, the United States declared war on Great Britain. The American forces invaded Canada, still a British colony, with high hopes of conquering British **territory**. Most of the fighting took place along the Great Lakes. Indian nations joined the British in the fighting against the Americans. The capital of Canada, York (now known as Toronto), was attacked, and the Americans burned the **Parliament** building.

Ultimately, the United States was able to keep the Northwest land it had claimed, but did not succeed in capturing any part of Canada.

Meanwhile, in Europe, the British defeated Napoleon in 1814. Now they were able to focus their energy against the United States. To get **revenge** on the United States for burning the capital of Canada, the British troops attacked Washington, D.C. First they burned the home of the U.S. Congress - the **Capitol Building** - and destroyed all the books in the Library of Congress. Then they headed for the President's house. Although President Madison wasn't at home, his wife, Dolley Madison, was about to give a dinner party. When she heard that the British were planning to attack, she packed as many valuables as she could (including

velvet curtains, silver, and important papers) into wagons. She made sure that a portrait of George Washington was safe just before she fled. When the British arrived, they ate the dinner she had planned to enjoy with her friends. Then they set fire to the President's mansion.

After **sacking** Washington, D.C., the British army planned to attack **Baltimore**. Baltimore was a very important **port**, and the home of many American sailing ships that had fought with the British navy. By conquering Baltimore, the British hoped to turn the war into a victory. But Baltimore was under the command of Major General Samuel Smith, who had absolutely no intention of surrendering to the British. Amazingly enough, he convinced the ship owners in the city to sink their ships in the harbor. These sunken **vessels** formed an underwater wall that the huge British warships couldn't sail past.

Baltimore was lucky to have another fine leader, Major George Armistead, who commanded Fort McHenry. Fort McHenry was shaped like a star, with cannons mounted at every point. It was located on Baltimore harbor. In 1813, a year before the British attacked, Major Armistead had hired Mary Pickersgill to sew a huge flag, 30 feet high and 42 feet wide. An expert flag maker, Mrs. Pickersgill made flags for many ships. But even she had never made such a large flag. Her workshop was not big enough for the job. So with the help of her 13-year-old daughter Caroline, she sewed the giant flag in a **brewery**, where there was enough space. Although there were 18 states in the United States in 1813, Mrs. Pickersgill and Caroline sewed 15 stripes and 15 stars on the flag. Each white star was two feet across! (The official American flag with 13 stripes **representing** the 13 colonies and one star for each state wasn't established until 1818.) Now Major Armistead had one of the biggest flags in the country.

A year later, in September 1814, the British prepared to attack Baltimore. An American lawyer named Francis Scott Key and another American, John Skinner, who was in charge of prisoner exchanges, sailed up to the British fleet in a small boat. The British had captured their friend, Dr. William Beanes. Mr. Key requested that the British free Dr. Beanes, because he was not a soldier. In fact, he helped many people - even British soldiers - when they were sick or wounded. The British agreed to release the doctor, but they required that the three Americans stay on a British ship until they had finished attacking Baltimore.

Mr. Key, Dr. Beanes, and Mr. Skinner had no choice. All they could do was watch as the British navy fired huge 200-pound bombs and rockets at Fort McHenry. Because of the ships sunk in Baltimore harbor, the warships could not get close enough to land. But they fired upon Fort McHenry for 25 hours. It was very smoky, and darkness fell. The three Americans who were **witnessing** the bombing from a British ship were very scared that Baltimore would be conquered. They could not see through all the smoke and the dark night.

Finally at dawn, on September 14, 1814, Mr. Key looked through his telescope. There, in the early morning light, he saw the huge American flag waving proudly over Fort McHenry. The Americans had won the battle! He was **overcome** with joy, and was inspired to write some poetry. In a few days, his completed poem was **published**, entitled "The Defense of Fort McHenry". These words, set to music, would later become the **national anthem**, "The Star-Spangled Banner".

Americans were very happy and relieved that Baltimore had defeated the British attack. But the war was not over yet. More fighting took place along the **Gulf of Mexico**. The most famous American victory took place in **New Orleans** on January 8, 1815, where General Andrew Jackson defeated the British. The Americans had already signed a treaty of peace in Ghent, Belgium, on December 24, 1814. But news of peace had not arrived in time.

In New Orleans, 6,000 trained British troops fought against Tennessee and Kentucky **frontiersmen**, two companies of free African-American **volunteers** from New Orleans, and other American soldiers. At the end of the battle, 2,000 British were killed or wounded and only 13 Americans had died. It was a huge victory for the United States, even if it happened after the peace treaty had been signed. But it was **tragic** that so many people died **needlessly** in New Orleans.

The War of 1812 established the United States as an independent nation that even the great powers in Europe had to respect. And Francis Scott Key's experience during the bombing of Fort McHenry inspired the **patriotic** song, "The Star-Spangled Banner". The giant flag that flew over the fort "by the dawn's early light" would become a **national treasure**. Today, that same flag is being preserved at the Smithsonian Institution's National Museum of American History in Washington, DC, so that it will last for **generations** to come.

Activities:

1. Have students create a time line showing the events of the War of 1812.
2. Washington, DC, was a small town during the War of 1812. It was not an important port and the United States army was not stationed there. Discuss why the British attacked Washington, DC. What motivated them to burn the city?
3. Have students create a poster about the original Star-Spangled Banner. Have students include information about what it represents, and why we should preserve it for the future.
4. Have students draw a map of Baltimore Harbor showing Fort McHenry, the sunken American ships, and the position of the British Navy.

II. Historians Are Detectives: Using Primary Sources to Understand the Past
(For advanced students)

Objectives: Students will be able to explain the difference between primary and secondary sources, and explain how the value of using primary sources is important to the study of history.
Time: 1 class period.
Skills: Reading comprehension, research, critical thinking.
Content Area: History

Directions for Teachers:

1. On the following page is a list of questions about the history and preservation of the Star-Spangled Banner. The page may be photo copied for your students. The answers can be found in the primary source selections in the appendix of this manual. (The selections are quite challenging and may be read together in class time.)
2. After reading and understanding the questions, students should read four primary source selections (Documents 1, 2, 4 and 5) in the appendix. Which primary sources answer the questions?
3. Students should indicate the name of the primary source that provides the answer next to the question. This activity can be done during class time with discussion, or as written homework, depending on the reading skills of your class and your schedule.

Introduction for Students

What is the difference between a primary source and a secondary source?

Primary sources in history are written by people who witnessed events at the time they took place. A diary and a photograph are two examples of a primary source. Every day in the newspaper, you can find primary sources. Some primary sources include the writer's opinion, some include only simple facts. When a historian wants to study a certain time in the past, he or she looks for primary sources from that time. To learn about the Star-Spangled Banner, historians and curators at the National Museum of American History studied primary and secondary sources. Can you name other examples of primary sources besides the ones named here?

Generally, a secondary source is written by a person or group of people who did not witness or experience a certain event. One example of a secondary source is an encyclopedia. What is another example?

Here is a list of questions about the history and preservation of the Star-Spangled Banner. You may already know some of the answers. But you have to prove that your answer is right, just like a detective. Using the primary sources provided, find the answers to each question. Show which primary source you used by writing the number or name of the source next to the question. While you read the primary sources, think about what the author or speaker was thinking or feeling. Do secondary sources express emotions the same way primary sources can?

Discussion Questions

1. Who sewed the Star-Spangled Banner?
2. How did Caroline Purdy feel about her mother's work?
3. Who was the commander of Fort McHenry during the War of 1812?
4. In what type of building was the flag sewn? Why?
5. Was the flag damaged during the bombing of Fort McHenry? If so, how?
6. How did the Smithsonian obtain the Star-Spangled Banner?
7. Did Mr. Appleton believe that preserving the flag was important?
8. What is the connection between the flag we call the Star-Spangled Banner and our national anthem?
9. Why do you think the Star-Spangled Banner is important today?
10. What is the job of the National Museum of American History? Why does the Museum have the responsibility of preserving the flag?
11. What do the people at the Museum think about this responsibility?

III. Language Arts and Social Studies: Journal Writing and Reporting

Objectives: Based on their research using primary and secondary sources, students will create their own "eyewitness" account of historical events.
Time: About five days, depending on the amount of research you assign.
Skills: Reading comprehension, research, creative writing, analysis
Content Area: History, language arts

Introduction

Whether they choose journal writing or reporting, students will have to do research for this project. They can use the primary sources included in this manual, or include other readings. A list of sources is included in the appendix. If they have completed Activities I and II, they should have enough background to get started on this project. Students should be required to cite the sources they used in their research.

Directions

1. Students can choose a character in the history of the Star-Spangled Banner and write a journal as that individual. For example, they may choose to be Major Armistead, the commander of Fort McHenry, Mary Pickersgill, who sewed the original Star-Spangled Banner, her daughter Caroline, or Francis Scott Key. The primary sources in the appendix can provide inspiration.

2. Alternatively, they may write a journal for an imaginary character, such as an African-American slave in Baltimore during the War of 1812, or someone who helped repair the Star-Spangled Banner at the Smithsonian in 1914. When writing their journals, they should imagine that they are actually experiencing these events. For example, what did Key see from his ship outside of the harbor? What did he hear? What did he smell? How did he feel?

3. If students choose to be reporters, writing a contemporary account of a moment in the history of the Star-Spangled Banner, remind them of the "Reporter's Ws": Who? What? Where? When? Why?

IV. Music, Poetry, and History: the National Anthem

Objectives: Students will be able to recite the first verse and paraphrase "The Star-Spangled Banner". Students will also be able to explain why Francis Scott Key wrote these words in 1814.
Time: Ongoing.
Skills: Memorization, poetry analysis, poetry writing, vocabulary, paraphrasing, singing, teamwork, word processing.
Content Area: Music, history, language arts

Introduction

Every American should know at least the first verse of "The Star-Spangled Banner". This activity provides guidelines for incorporating a study of Key's poem in language arts class, supported by the music teacher. The bombing of Fort McHenry by the British during the War of 1812 is a spectacularly dramatic moment in our history. Before beginning this activity, make sure your class is familiar with the history of the Star- Spangled Banner (see p. 18).

Directions

1. **In language arts class**, have students read, comprehend, and discuss the poem written by Francis Scott Key. (The poem can be found in the appendix.) Many of the vocabulary words in the poem are unusual and require special focus. Defining these words can be assigned as homework or done in class, with the use of a dictionary.
2. Divide the class into groups of three or four. Assign each group a verse of the song. Have each team paraphrase their assigned verse, clarifying the meaning for themselves and the rest of the class. If computers are available, have each group, first, type out the original verse, and second, type their paraphrased version. Have students memorize the first verse (at least) and be able to easily read the other stanzas.
3. Have students rewrite their own version of the national anthem, based on their understanding of Key's poem, or their own concept of what our national anthem might be.
4. **In music class**, have students practice singing "The Star-Spangled Banner". By the end of this study unit, they should be able to sing the first verse (at least) without reading the words.

V. Measuring the Flag: Math and The Star-Spangled Banner

Objective: Students apply historical information to math problems to gain an understanding of the flag's size.
Time: One class period or homework.
Skills: Measurement, finding area and perimeter, metric system, subtraction.
Content Area: Basic math

Introduction

A variety of math problems can be created based on the Star-Spangled Banner, so that children can learn about the flag while they are improving their math skills. Below are some sample problems, based on the information given in "Flag Facts."

Directions

1. Write the information from "Flag Facts" on the blackboard.
2. Solve the suggested problems in class.
3. Ask your class to write their own word problems about the flag as a homework assignment.

"Flag Facts"
The original Star-Spangled Banner measured 30 feet by 42 feet when it was created in 1813. In the 1800s, a few people were given pieces of the flag as momentoes. Some of the flag was lost due to wear and tear through use. Today, the flag measures 30 X 34 feet. It weighs about 150 pounds with its linen backing, which was sewn on in 1914 during its first preservation, to add support to the original fabric.

Suggested Math Problems

1. What is the perimeter of the original flag? What is the perimeter of the flag today? What is the difference between the two perimeters?
2. What was the original area of the flag? What is the area of the flag today? Find the difference. How much of the original flag was lost in the nineteenth century?
3. How old is the flag today? How old was it when it was first preserved?
4. There are 15 stars on the Star-Spangled Banner. Each star is 24 inches wide. How wide is each star in centimeters?
5. Each star on the American flag represents a state. How many more states are there today than there were represented on the flag in 1813?

VI. Science and the Star-Spangled Banner: Preservation and the Environment

Part One: Why do people save and preserve things?

Objectives: Students will be able to explain why people want to preserve things—memories, buildings, and objects; and that some people also work to preserve these things from deterioration. Students will understand that nearly everything deteriorates over time.
Time: Two to three class periods.
Skills: Research, interviewing.
Content area: History, science

Introduction

Young people who are just beginning to understand historical time do not often think about the idea that people are saving things all the time from the past or even the recent past, and they do so on a personal, a community, and on a state or national level. They may not realize that people want to save everything from memories to buildings and from photographs to objects. The National Museum of American History preserves many objects, documents, photographs, and oral histories for our national memory and for the use of future students of history. The Star-Spangled Banner is one such object. The following activities are suggestions for encouraging students to think and to talk about what we save and why.

Directions

1. Interview family members or people from the community about what they are saving from the past and why. Students, where possible, may bring in something from home that they or a family member is saving. Have students find out how these objects are being saved and stored as well. Can they detect changes to the object over time due to environmental conditions, for example, yellowed newspaper clippings? Have students discuss their findings.
2. Invite a representative from the local historical society or museum to come to the classroom and discuss with students what their organization is saving and why, and how it is preserving its collections.
3. Invite students or members of the community who have American flags to bring their flag to the classroom. Many people pass down flags from one generation to the next. Have students inquire about the history of the flag, when and how long its been displayed and under what kind of conditions. Can the owners provide any information about how the flag has changed over time? How often do they have to replace their flags and why? Can students observe any damage to these flags, particularly from the environment?

Part Two: How Can the Environment Cause Damage?

Objective: Students will experiment first-hand with fabric deterioration and be introduced to the causes of the deterioration of the Star-Spangled Banner.
Time: About 3 class periods, once a week for 3 weeks.
Skills: Creating a hypothesis, recording data, classifying matter according to physical properties, using a control, drawing conclusions.
Content Area: Science
Materials: Wool and cotton fabric, chlorine bleach, sand paper, rusty container.

Directions

How do different environmental factors effect fabric? Experiment with samples of wool and cotton fabric to find out.

1. Divide the class into teams for experimentation with 100% wool fabric and 100% cotton non-colorfast fabric. Red and white fabrics will work best for this experiment.

2. Each team should have a control specimen and one for experimentation. The group should create a chart of the physical properties of the fabric. Team members should hypothesize about what might happen to their sample when they expose it to different factors. Each control sample should be kept in a place that is not exposed to experimentation factors.

3. Different teams should experiment with one of the following factors and carefully observe and record the results of their experiment, noting comparisons and contrasts with their control sample.
   - wash the sample in hot water
   - abrade the fabric, rub with sand paper for example
   - expose the sample to chlorine bleach
   - pull on the fabric sample (tug of war or individually)
   - stain one section of the fabric with fabric dye and wash the dye out
   - store the sample in a rusty container overnight (container for safety purposes should be supplied by you, the teacher)
   - other factors suggested by the class

4. Each team should present their findings in chart form to the class Which experiments caused the most damage? The least damage? What conclusions can they draw about the role of the environment in the preservation of objects?

Extension Activity idea:
Choose one factor contributing to the damage of the fabric used in the experiment or to the Star-Spangled Banner.
Research and/or brainstorm ways to prevent this kind of damage.

The deterioration of the Star-Spangled Banner's fibers is probably due to its long-term exposure to light and air. The damage is called *oxidation damage*. It is the result of normal aging. For example, the wool no longer has the same strength it would have had in 1813. It has weakened over time.

Because we live in a world that has oxygen, water, and light, the aging process will continue. The National Museum of American History can, however, slow this process down. The major agents of this deterioration -- light, water, oxygen, and pollution – can be controlled. Improving the environment for the flag is very important in controlling the aging process and in preserving it for the future. The Museum experts will develop a plan for the best possible long-term environment for the flag. The Star-Spangled Banner Project will also allow museum experts to examine the flag more closely to monitor its condition over time.

Star-Spangled Game Ideas

The following are games you may be familiar with for classroom use. Many of these games require the "Fun Facts" (following) and other Star-Spangled Banner information.

1. Scavenger Hunt

Create a list of interesting questions related to the Star-Spangled Banner. You can use the Fun Fact list or add your own questions. The students can generate ideas. An example of a question might be "Where did Mary Pickersgill complete the sewing of the flag?" Divide the class into small groups. The group that can find all the answers first wins! They can use books, encyclopedias, websites, or materials in this manual to find the answers.

2. "Jeopardy"-type Quiz Show

Another way to use the "Fun Facts" may be to play this popular answers-and-questions game. All that is needed is a "game board" on the chalkboard, and for you or a designated student to keep track of scores. Categories and questions may be created by the teacher or in a previous lesson with the students. (Students love to stump their friends!)

3. Baseball

Divide the class into two teams, the "Stars" and the "Stripes". Each team tries its luck against star-spangled facts. When one team is up, the first team member is asked a question by a member of the opposing team. Three places in the classroom can represent bases. If the "batter" gets the right answer, he or she proceeds to first "base". If the player misses the answer, he or she loses a turn. The next player is then up. Right answers move teammates around the bases in the classroom to score home runs for points. (People can choose to answer more than one question at a time – four right answers and they've hit a home run. But one wrong answer and they're out.) Three wrong answers from a team and they're out – time for the next team to be at bat. The team with the most runs wins.

FUN FACTS FOR STAR-SPANGLED BANNER FANS

1. Did you know that in the early 1800s a ship without a flag was thought to be a pirate ship?
2. Did you know the Pledge of Allegiance wasn't written by the Founding Fathers? The first pledge was written in September, 1892 for Columbus Day. Over ten million kids recited this first pledge.
3. Did you know that Francis Scott Key wrote his most famous poem on the back of a letter?
4. Did you know that "The Star-Spangled Banner" had competition for the title of National Anthem? In the 1920s many people wanted "America the Beautiful" to be the National Anthem, because it was easier to sing and less violent.
5. Did you know that when "The Defense of Fort McHenry" was first published, credit was given only to "a gentleman of Maryland"?
6. Did you know Francis Scott Key wrote silly poems too?

   "Look for the hen with yellow legs,
   For she's the hen that lays these eggs."

   He wrote this little rhyme on an egg!
7. Did you know Francis Scott Key was a founder of the American Colonization Society, a group which built a settlement for freed slaves on the west coast of Africa?
8. Did you know "The Star-Spangled Banner" is sung to the melody of "To Anacreon in Heaven", a gentlemen's drinking song?
9. Did you know that during Francis Scott Key's time "To Anacreon in Heaven" was one of the most popular songs in America and England. At least 85 American poems were fitted to the tune.
10. Did you know the American flag flies 24 hours a day at Fort McHenry, Francis Scott Key's birthplace and his gravesite?
11. Did you know "The Star-Spangled Banner" was not officially adopted as our national anthem until March 3, 1931? President Herbert Hoover proclaimed the 117-year-old song our national anthem!
12. Did you know not a single flag flying during Revolutionary War battles was designed by Betsy Ross?
13. Did you know that a young widow by the name of Mary Pickersgill and her daughter Caroline were the women who sewed the actual Star-Spangled Banner?
14. Did you know Mary Pickersgill's mother was also in the flag business? Her mother, Rebecca Young, made some of the first banners of the American colonies.

15. Did you know that a storm flag is a small flag used during bad weather and battles? A garrison flag is the large flag used for display purposes.
16. Did you know that it took Mary Pickersgill six weeks to make the storm flag and the garrison flag that would become the Star-Spangled Banner? Today a flag factory in New Jersey makes 3 million stars for modern flags in about one month.
17. Did you know that Mary Pickersgill was paid $405.90 for the Star-Spangled Banner and $168.54 for the smaller storm flag—a total of $574.44? Her house cost $1500.
18. Did you know that the Star-Spangled Banner weighs about 50 pounds without its linen backing?
19. Did you know that the flag became too big for Mary Pickersgill to finish sewing in her home? She had to relocate to a local brewery to finish it there.
20. Did you know that a single star from the Star-Spangled Banner is almost twice as large as your head? Mary Pickersgill sewed each one by hand.
21. Did you know that the Americans were defending Fort McHenry against the British?
22. Did you know what the Star-Spangled Banner was made of 300 hundred yards of English wool bunting?
23. Did you know that the stars are made of cotton, which was a luxury material in 1813?
24. Did you know that Major George Armistead was the commander of Fort McHenry during the War of 1812?
25. Did you know that over 1,500 shells and 700 rockets were fired at Fort McHenry in a 25-hour period? Only 4 Americans were killed and 24 were wounded.
26. Did you know that a storm flag is not only used in poor weather? It's also used in battles.
27. Did you know over half a million people visit Fort McHenry each year?
28. Did you know that the original Star-Spangled Banner measured 30 feet by 42 feet?
29. Did you know that the War of 1812 is referred to as the "second war of independence"?
30. Did you know Fort McHenry is shaped like a star?
31. Did you know that Eben Appleton, Major George Armistead's grandson, gave the Star-Spangled Banner to the Smithsonian Institution in 1912?

GRADES 6-8

Section III: Overview for Teachers

Overview: The Star-Spangled Banner project offers an exciting focus for the study of the War of 1812, which might otherwise seem a dull recitation of facts about impressment and embargoes for middle school students. Primary sources and a fascinating story bring this era alive, through the history of the Star-Spangled Banner.

This educational initiative presents an ideal interdisciplinary study, incorporating design, music, and science with language arts and social studies. For example, students can explore the history and design of different flags and national symbols around the world and in the United States as part of art and geography classes. They can then develop their own flag, expressing their individuality and their understanding of symbols. Students can also learn about the science of preservation and textile conservation.

Learning the words, tune, and meaning of our National Anthem is important to being an American. Because of its integral role in the history of the actual Star-Spangled Banner, the song provides an ideal focus for a music and language arts project. Learning to paraphrase, recognizing literary devices, and understanding symbolism in writing are all key components of middle school language arts curricula. The Star-Spangled Banner educational initiative presents an organizing theme for studying these components. And the theme can be reinforced in art, music, and science classes.

The history objectives and activities in the Star-Spangled Banner project comply with the **National Standards for History** for Grades K through 4, and Grades 5 through 12, as developed by the National Center for History in the Schools, Los Angeles, CA. Specifically, this section meets **National Standards 1** (Chronological Thinking), **2** (Historical Comprehension), **3** (Historical Analysis and Interpretation), **4** (Historical Research Capabilities), and **5** (Historical Issues – Analysis and Decision Making) within **Era 4** (1801-1861).

ACTIVITIES

I. Understanding and Using Primary and Secondary Sources in History

Objectives: Students will understand the difference between primary and secondary sources. They will also be able to explain the importance and limitations of using primary sources for historical research.
Time: About two class periods, or one class period plus 30-45 minutes homework.
Skills: Understanding and analyzing primary sources.
Content Area: History
Materials: Photo-copies of Document #1 (*Letter from Caroline Purdy*) and #3 (*Account by Midshipman Robert J. Barrett*) from the Appendix.

Directions for Teachers:
This activity requires the use of two of the primary sources available in the appendix of this manual.

1. Before beginning, students should look up the words "primary" and "secondary" in the dictionary. Have a student write the definitions on the board.
2. Establish the difference between primary and secondary sources. A wide range of documents and objects can serve as a primary source. It is written or created by someone who experienced events at the time they took place. A court record is a good example of a primary source.
3. Generally, a secondary source is written by a person or group of people who did not witness an event. A good example of a secondary source is an encyclopedia.
4. Have your students cite other examples of primary sources and secondary sources.

Written Assignment Based on Primary Sources:
The letter from Caroline Pickersgill Purdy (Document 1) and the Midshipman's Account (Document 3) are provided in the appendix of this manual. Students should pick one of the documents to analyze for this assignment. After reading their copy of the document, they should answer the questions below, in class or as a homework assignment. Students should share their answers during class time.

1. What is the title of your document?
2. Who wrote it? When?
3. Where is it currently located?
4. How old was the author when the document was written? How old was the author when the event described took place?

5. What important pieces of factual information did you find in this document?
6. What personal opinions does the author express?
7. Why did the author write this document? What were his or her motives?
8. Do you think this document is a reliable primary source? Why or why not? What type of sources would you research to learn more?
9. What questions does this document raise?

Classroom Discussion Questions (students should cite concrete examples where applicable):

1. Why do many historians begin researching an event with secondary sources? What can secondary sources provide that primary sources generally don't include?
2. What are the limitations of using secondary sources alone? What if you only used primary sources?
3. What makes every primary source unique?
4. Can you always rely on primary sources for accuracy? Can eyewitnesses make a mistake? What about an eyewitness who records his or her recollections several years after an event – will that make a difference? Sometimes people are very biased in their account of an event or of another individual. How can you separate opinion from fact in history?
5. Many primary sources are written documents like letters, diaries, and legal agreements. But many people in American history did not leave records like that. For example, because African-American slaves were not allowed to read or write, their eye-witness accounts are quite rare. How does this effect our understanding of history? What or who gets left out?
6. If a historian cannot find written primary sources, what other sources can he or she look for? What about buildings, archeological finds, artwork, or craft tools? What do these types of objects tell us about the past? What do they leave out?

II. Francis Scott Key and "The Star-Spangled Banner": Creativity and Inspiration

Objectives: Students will become familiar with "The Star-Spangled Banner" as a poem and create their own "eyewitness" response.
Time: 30 minutes.
Skills: Reading comprehension, creative thinking, and analysis.
Content: History, poetry

Directions for Teachers:

1. This activity is about stepping inside the shoes of an eyewitness to an event and exploring his or her creative response.
2. Below is a description of Francis Scott Key's experience during the bombardment of Fort McHenry in 1814. At the end is a quote from Key, remarking on the moment of inspiration for his poem, which became the words for "The Star-Spangled Banner".
3. Students should read the complete poem, silently or aloud. (See appendix for the words to "The Star-Spangled Banner" p.48.)
4. After reading and understanding the narrative and his poem in class, students should analyze and discuss Key's description of why he felt he had to write the poem.

Francis Scott Key and The Star-Spangled Banner

Francis Scott Key was an American lawyer whose friend, Dr. William Beanes, had been taken prisoner by the British during the War of 1812. In September 1814, Key received permission from President Madison to seek the release of Dr. Beanes from the British Navy. With another friend, John Skinner, Key sailed out on a small boat to meet the British fleet in the Chesapeake Bay. The enemy commanders agreed to release Dr. Beanes, but required that the three Americans stay with the British during their attack on Fort McHenry in Baltimore. Their boat was towed by the British warship, *H.M.S. Surprize*, into Baltimore Harbor. Key, Beanes, and Skinner were ordered to stay on their boat, guarded by British marines, during the bombardment of the fort. At 6 a.m., September 13th, the British Navy began their shelling of Fort McHenry. Cannons fired 200-lb. bombs filled with gunpowder that exploded above the fort. The attack continued all day and into the night. Key and his friends could not see through the dark and the smoke to know if the British were victorious.

Finally, on the dawn of September 14, Key saw a tremendous American flag waving proudly from Fort McHenry. He joyfully realized that the Americans had successfully resisted the onslaught of the British warships.

This moment inspired Key to write his poem, "The Defense of Fort M'Henry", which, when set to a popular tune, became the song we know as "The Star-Spangled Banner".

The British released Key and his friends, and retreated from Baltimore Harbor on September 16, 1814. A few days later, Key showed his brother-in-law his poem. "I felt that I had to write it," he said later. "If it had been a hanging matter to make that poem, I must have made it". *

* As cited in Edward S. Delaplaine, Francis Scott Key, (New York: Biography Press, 1937), p.380.

Directions

1. The story above describes a historic event that inspired Key to write his famous poem. What do you think he was feeling at the time? Describe his emotions and perceptions.
2. What did Key mean when he said, "If it had been a hanging matter, I must have made it"?
3. Creative inspiration can come from many sources, such as nature or personal experiences. What specific things have inspired other writers or artists? What inspires you to create something?
4. Have you ever felt compelled to create something? What did you create? What did it feel like?
5. How does Key's poem affirm or not affirm this narrative? In other words, how does the eyewitness account (a primary source) compare to the narrative (a secondary source)?

Activities:

1. Write a journal as Francis Scott Key, Dr. William Beanes, or a member of the crew of the *H.M.S. Surprize*. (See the midshipman's account in the appendix of this manual.) Describe your experiences during the bombing of Fort McHenry. Alternatively, you may imagine you are a reporter for a Baltimore newspaper. Write an article about the event.
2. Paraphrase Francis Scott Key's poem into your own words. (You can find a copy of "The Star-Spangled Banner" in the appendix p.48.)
3. Why did the British choose Baltimore as a target? Research the importance of Baltimore as a port city during this time, and describe your findings to your class. Or make a chart showing what you have discovered. You may also draw a map of Baltimore Harbor during the battle in 1814. Indicate American forces in blue and the British forces in red. Make sure you include Fort McHenry on your map.

Note: Students should list the sources they used for any of these activities.

III. Language Arts: Poetry and Our National Anthem

Objectives: Students will be able to express the meaning of the Star-Spangled Banner anthem in their own words and write their own poetry in relation to the flag or other historical event.
Time: About one class period, plus homework assignments (or another class period).
Skills: Paraphrasing, recognizing and using poetic devices, poetry writing.
Content Area: Language arts, poetry

Introduction

Francis Scott Key was a well-known attorney in his day, but he was also an amateur poet. He originally entitled his most famous poem "The Defense of Fort M'Henry". When set to a popular British tune, a few days after the battle in 1814, it was rechristened "The Star-Spangled Banner". By studying the words of this song – which became our national anthem in 1931 - students will learn vocabulary, paraphrasing, and various poetic devices. They will also have a chance to write original poetry. For this activity, refer to the verses of "The Star-Spangled Banner" in the appendix of this manual.

Vocabulary

alliteration-a phrase with two or more words having the same initial sound
desolation-in a state of hopelessness, in despair
disclose-expose to view
fitfully-irregular bursts of activity
gleaming-a brief beam or flash of light
haughty-proud and vain
havoc-widespread destruction and devastation
hireling-someone who offers their services solely for a fee
imagery-mental pictures or images of something
metaphor-a figure of speech in which a term is transferred from the object it ordinarily designates to an object it may only describe by comparison
metonymy-a figure of speech in which an attribute or well- known feature is used to name or designate something
paraphrase-a restatement of text in another form
personification-giving human qualities to inanimate objects
ramparts-barriers used to defend against attack
reposes-places trust in
rhyme scheme-the arrangement of rhymes in a poem or stanza
simile-a figure of speech in which two essentially unlike things are compared

spangled-to decorate with bright objects for a glittering effect
symbolism-representing things by use of symbols
vauntingly-boastfully, bragging about

Poetic Devices Used by Francis Scott Key

Alliteration is the repetition of consonant sounds at the beginning of a word. Find three examples of alliteration in the poem. How does alliteration affect a poem?

Imagery is the use of words that create a picture. Key uses many adjectives to help create a concrete image in the reader's mind. Go through the poem and find the words or phrases that Key employs to "paint a picture" with words.

Metonymy is the part standing for the whole. For instance, asking for "a glass" when you want a glass of water is a use of metonymy since "glass" is used to represent that which it holds. Does Key use metonymy in his poem? Is "The Star-Spangled Banner" itself metonymous as it stands for Fort McHenry and the Battle of Baltimore Harbor?

Personification is the transferring of human qualities or actions to inanimate objects. Find an example of personification in the poem and discuss why Key would use personification in his poem.

Rhyme Scheme is a way to describe the structure of a poem, usually by comparing the end of each line and how they rhyme. What is the rhyme scheme of this poem?

Symbolism is the use of a physical object to represent an idea, person, or another object. The flag itself is a symbol of the United States and the ideas of liberty and justice that the nation embodies. Where does Key use symbolism in the poem and to what effect?

Activities for Students:

The following may be used as an assignment, in which a student completes one of the activities at home or during class time.

1. "The Star-Spangled Banner" is a narrative poem since the poet desires to tell a story through verse. What is Francis Scott Key trying to communicate through the poem? To whom do you think he is trying to communicate? If you were trying to tell the story in prose, how would you communicate his intended message? As Francis Scott Key, compose a letter to a neighbor describing the events.
2. Research the War of 1812 and the Battle of Baltimore in 1814. What were the events that led up to the poem? What do you think followed the events of the poem? Write two additional verses, or paragraphs, to add at the beginning and end of the poem that describe the events before and after the poem.
3. Paraphrase "The Star-Spangled Banner" into your own words. You can work in a group or individually.

4. Create your own poem that expresses your feelings about the United States or about a historic event. You should incorporate some of the poetic devices used by Key in "The Star-Spangled Banner", such as alliteration or personification. Did you notice that Key did not use any *metaphors* or *similes*? Look up metaphor and simile in the dictionary if you are unfamiliar with these terms. See if you can use these poetic devices in your own poem.
5. Some politicians and scholars have tried to replace "The Star-Spangled Banner" as the national anthem due to the violent imagery in the poem. Find the violent imagery in the poem and discuss whether the content of "The Star-Spangled Banner" is appropriate for the national anthem. What is your personal opinion of the anthem's verse and music? Do you think it is well-written poetry? Why or why not? What about the tune?
6. Each national anthem has its own distinct history and reason for being used as the musical representation of a people and culture. Research the national anthem of a foreign nation and explain to the class the significance to the song to the people it represents. If possible, interview a native of that country about his or her national anthem.

IV. Symbols in our Lives: History, Flags, and Symbols

Objectives: Students will be able to explain the history and meaning of flags and symbols and create their own personal flags.
Time: About one week.
Skills: Analysis of symbols, history of flags, self-expression through flags and symbols.
Content Areas: History, geography, design
Materials: Photocopies of the overview, discussion questions, and activities for each student.

Introduction

This activity invites students to consider the flag as a symbol and think about their personal responses to it. Students are bombarded by symbols every day. Most students are aware that the "Stars and Stripes" represent our flag, but do they know what they symbolize? What does the flag mean to them?

Directions

1. Motivate the class by asking them to brainstorm a list or draw as many symbols as they know. (Examples: fast food logos, designer labels.) Ask the students to share the symbols they know with the class.
2. Another way to motivate the class may be to bring in pictures of different symbols and ask the class what each one represents. The symbols may vary from musical notes to religious icons to marketing logos or "brands".
3. Before the students begin reading, you might ask more questions, such as: What makes the flag different from a business logo? What do they have in common?
4. You may make copies of the overview, discussion questions, and activities and distribute them as a classroom and/or homework assignment.

Overview for Students

A symbol stands for something that has a meaning. The flag of the United States is a universally recognized symbol. It is not simply a cloth with three colors. Prior to the Flag Act of 1818, the flag of the United States could be found with anything from a rattlesnake to a pine tree on it. An emblem "of magnanimity and great courage", the rattlesnake was thought by some to be an ideal heraldic symbol of America. What could strike fear greater than that of 13 rattles shaking in warning? However, the stars and stripes proved more popular – and easier to recognize from a distance.

The word "flag" has its origins in the Anglo-Saxon word "fleogan" which means to float in the wind. Vexillogists (experts who study flags and heraldry) believed that the Chinese used the first flags, sometime before 1000 BC. The use of flags spread from Asia to the Middle East, and thence to Europe. During the Middle Ages, Crusaders used flags to identify their countries, leaders, or patron saints. In the thirteenth century, for example, the English flag depicted the cross of St. George, St. George being the patron saint of that country.

The American flag has developed into a popular symbol of patriotism, especially after the War of 1812. What does our flag symbolize today? The easy answer would be 13 stripes for the original colonies and a star for every state. However, our pride and ideals as a nation are symbolized by that flag. President Woodrow Wilson defined the flag as "the emblem of our unity, our power, our thought and purpose as a nation. It has no other character than that which we give it from generation to generation". Another definition, made by the federal courts, determined the flag was "the symbol of our national unity, transcending all internal differences, however large, within the framework of our Constitution". This symbol of our "national life" has carried us off to war and comforted us in death. The flag is on display during the World Series, in schools, and at the White House. And it always waves over the land of the free and the home of the brave.

Directions

1. Why do people use symbols? How can a color be a symbol? Does one symbol represent the same thing for everyone?
2. The American flag has been described as "the emblem of equal rights". Do you agree with this description? Why or why not? Does everyone have the same reaction to the flag of the United States? What about people who don't live in the United States?
3. Why do we call some symbols a "brand"? From where does the word "brand" originate?
4. What do people from other countries think about their own flag? Do they feel the same sense of patriotism that many Americans do? If possible, interview people from other countries about their feelings about their own country's flag.

Activities

1. Compare the flag of the United States with other flags of the world. Research the flag of one other country. How long has that flag design been used? What symbols does it have? How does our flag compare? Show your findings on a poster board.
2. Today, many large corporations and organizations develop symbols, called "logos" or "brands" that represent them. Working in small groups, create a chart depicting various corporate and organizational logos. Why do businesses use logos? Why do museums, civic groups, and other associations use logos? Why are most logos very simple? In many cases, logos are "trademarked." Why do you think this is so? What do logos have in common with flags? How are they different? Explain your findings to the rest of the class.
3. Traditionally, many wealthy families in Europe had their own symbols, known as coats of arms. These symbols were present on flags, shields, and even carved into stone. Find an example of a coat of arms. What do the different images represent?
4. Create your own flag or coat of arms. It may be a design for a new flag for the United States, or a flag representing your school. You may even choose to design a flag that represents you, your family, or your neighborhood. Be ready to explain your reasons for choosing the colors and/or symbols in your creation.
5. Research American and other flags on the world wide web. Present your findings on design, traditions, and people's attitudes towards flags to your class.

V. Science and the Flag: The Museum Environment and Preservation

Objectives: Through discussion and brainstorming, students will learn about the destructive impact of environmental factors on man-made artifacts and structures. Upon completion of one or more activities, students will gain a concrete understanding of the complexity of the science of preservation.
Time: Two weeks, including activities.
Skills: Developing hypotheses, implementing preservation techniques.
Content Area: Earth Science, physics
Materials: New cotton t-shirt, old cotton t-shirt, synthetic cloth (new and old), items chosen for preservation by individual students, such as letters, photos, etc.

Introduction

The Star-Spangled Banner has hung in the Flag Hall, in the National Museum of American History, from 1963 to 1998. The museum is located on the National Mall, a grassy, park-like expanse that is also home to other museums and national monuments. Every year, over 5 million people visit the National Museum of American History. Even though the Museum has careful light and climate controls, the visitors have had an impact on the flag.

Directions

Have your class hypothesize about how 5 million annual visitors have impacted the original Star-Spangled Banner. Remember that no visitor may touch the flag. What do people bring with them when they visit a museum that may affect a textile that was made in 1813?

1. As individuals or as teams, have your students create a list of possible factors that have damaged the flag, over the long term, due to the high visitation rates at the museum.

At the National Museum of American History, conservators and scientists have found a surprising variety of foreign substances on the flag. For example, they have found tiny pieces of grass, pollen, threads, paper, and dirt. They have also found evidence of molds, even though the climate in the museum is carefully controlled.

2. Have your students hypothesize as to the origins of these substances. What do they know about the location of the museum that can help them explain the plant material? What do they know from their personal experience about crowds and humidity?

3. It is important that the American public be allowed to see the Star-Spangled Banner, but it is equally important that the flag be preserved for future generations. Lead a classroom discussion about preservation. For example, you might ask your students the following questions: If you had an historic artifact or textile, how would you preserve it? Would people still be allowed to see it? What processes would you follow to make sure the item wasn't damaged over time? What do conservators mean when they talk about storing something in an "acid-free" environment? Why is it important that an artifact be carefully cleaned before it is stored? Can every textile be washed in a washing machine? What types of damaging factors exist in our natural environment? What about in our man-made environments?

Activities

1. Have students examine a new cotton t-shirt under the microscope. What do they see? Now they should look at an old, well worn cotton t-shirt. Compare their different findings. Describe the differences in the old and new cotton fibers. Try doing the same comparison with synthetics, and see what they find. How does this research help us understand the importance of carefully preserving the Star-Spangled Banner, which was created in 1813?
2. Students may investigate the impact of light upon different types of matter. Why does the National Museum of American History limit the amount of light to which the Star-Spangled Banner is exposed? Through research and experiments, find out what type of light can be the most destructive. For example, students may investigate light wavelength, intensity, and length of exposure. These factors may be considered individually or in combination with each other.
3. Other places open to the public, including historic buildings and battlefields, also have to balance the impact of large visitation rates with the need to preserve their sites and artifacts. What about historic sites, National Parks, landmarks, or museums in your area? Students can create charts showing the different issues facing these places, and make their own recommendations for preservation.
4. Select an object, document, textile, or photograph to preserve. Research techniques for preserving this item according to museum or archive standards. (See the section on **Resources** to help you in your research). Following the guidelines, preserve the item of your own choosing for the future.

Appendix

The Star-Spangled Banner

by Francis Scott Key (1814)

O say can you see by the dawn's early light,

What so proudly we hailed at the twilight's last gleaming;

Whose broad stripes and bright stars, through the perilous fight,

O'er the ramparts we watched, were so gallantly streaming?

And the rockets' red glare, the bombs bursting in air,

Gave proof through the night that our flag was still there,

O say, does that star-spangled banner yet wave

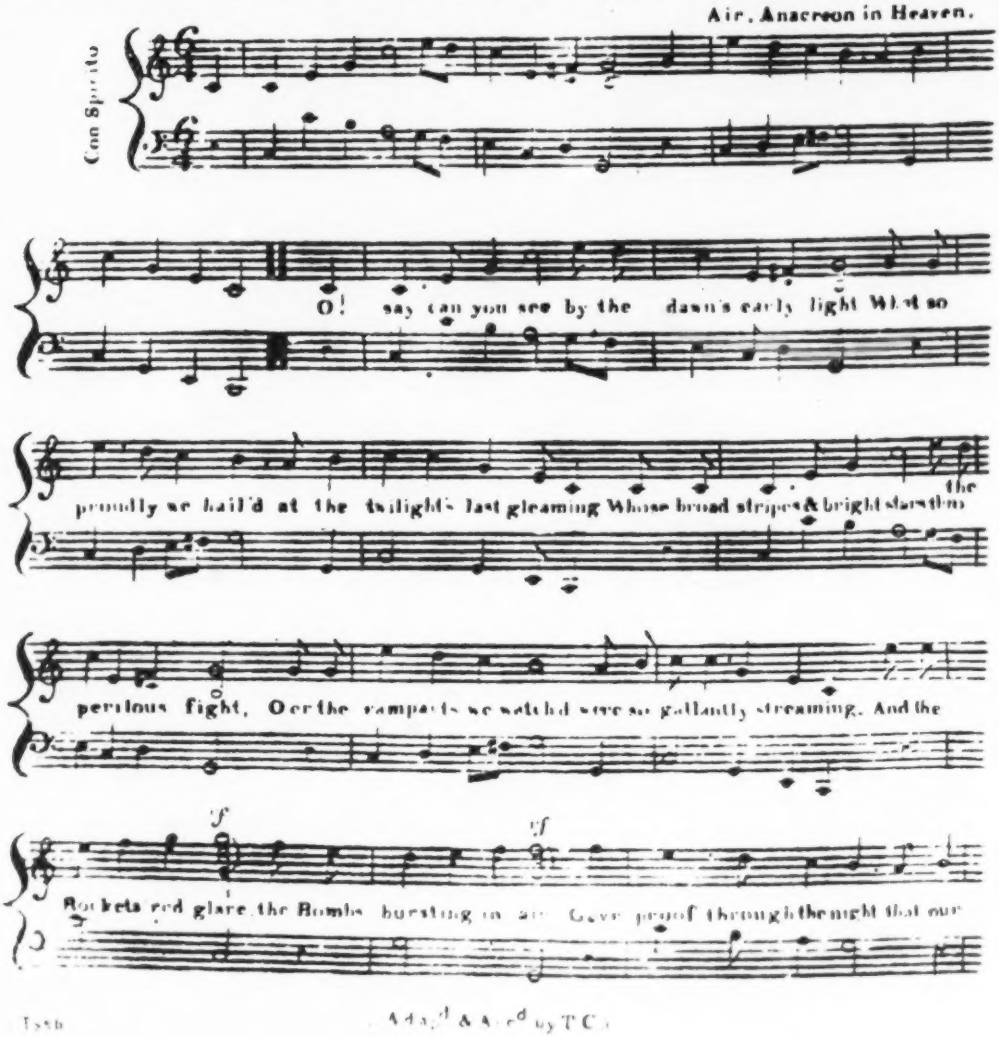
O'er the land of the free and the home of the brave?

THE

STAR SPANGLED BANNER

A PATRIOTIC SONG.

Baltimore. Printed and Sold at CARRS Music Store 36 Baltimore Street.

Air. Anacreon in Heaven.

Con Spirito
O! say can you see by the dawn's early light What so
proudly we hail'd at the twilight's last gleaming Whose broad stripes & bright stars thro
perilous fight, O'er the ramparts we watch'd were so gallantly streaming. And the
f
sf
Rockets red glare the Bombs bursting in air Gave proof through the night that our

Engd & Printed by T C

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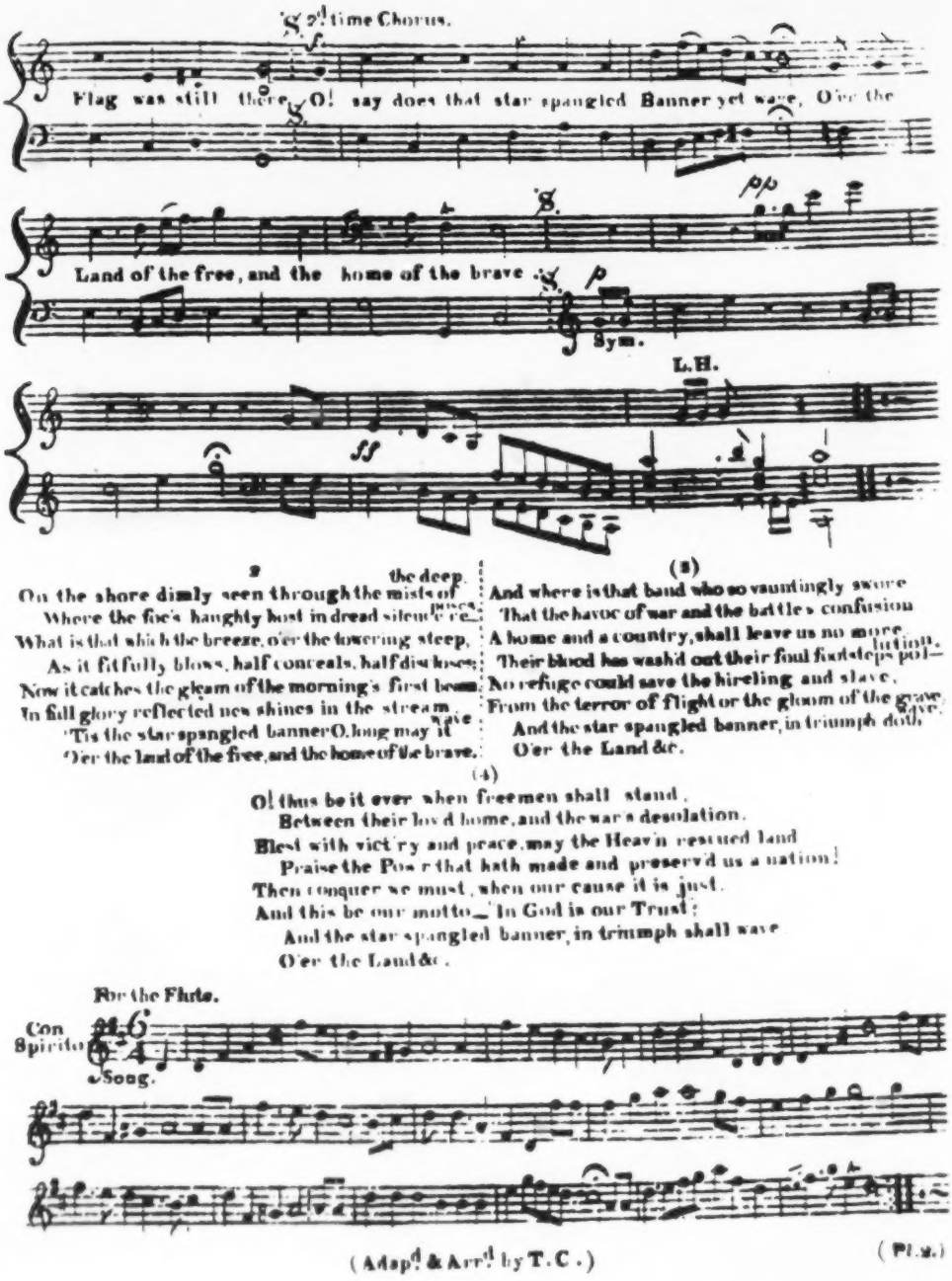
Sheet music to the Star-Spangled Banner appears courtesy of Corbis-Bettman.

48

2d time Chorus.
Flag was still there, O! say does that star spangled Banner yet wave, O'er the
Land of the free, and the home of the brave.
Sym.
L.H.
2
the deep.
On the shore dimly seen through the mists of
Where the foe's haughty host in dread silence re-
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses;
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines in the stream,
'Tis the star spangled banner O, long may it
O'er the land of the free, and the home of the brave.
(3)
And where is that band who so vauntingly swore
That the havoc of war and the battle's confusion
A home and a country, shall leave us no more,
Their blood has wash'd out their foul footsteps pol-
No refuge could save the hireling and slave,
From the terror of flight or the gloom of the grave,
And the star spangled banner, in triumph doth
O'er the Land &c.
(4)
O! thus be it ever when freemen shall stand,
Between their lov'd home, and the war's desolation,
Blest with victory and peace, may the Heav'n rescued land
Praise the Pow'r that hath made and preserv'd us a nation!
Then conquer we must, when our cause it is just,
And this be our motto—"In God is our Trust";
And the star spangled banner, in triumph shall wave
O'er the Land &c.
For the Flute.
Con Spirito
Song.
(Adap.d & Arr.d by T.C.)
(Pl.a.)

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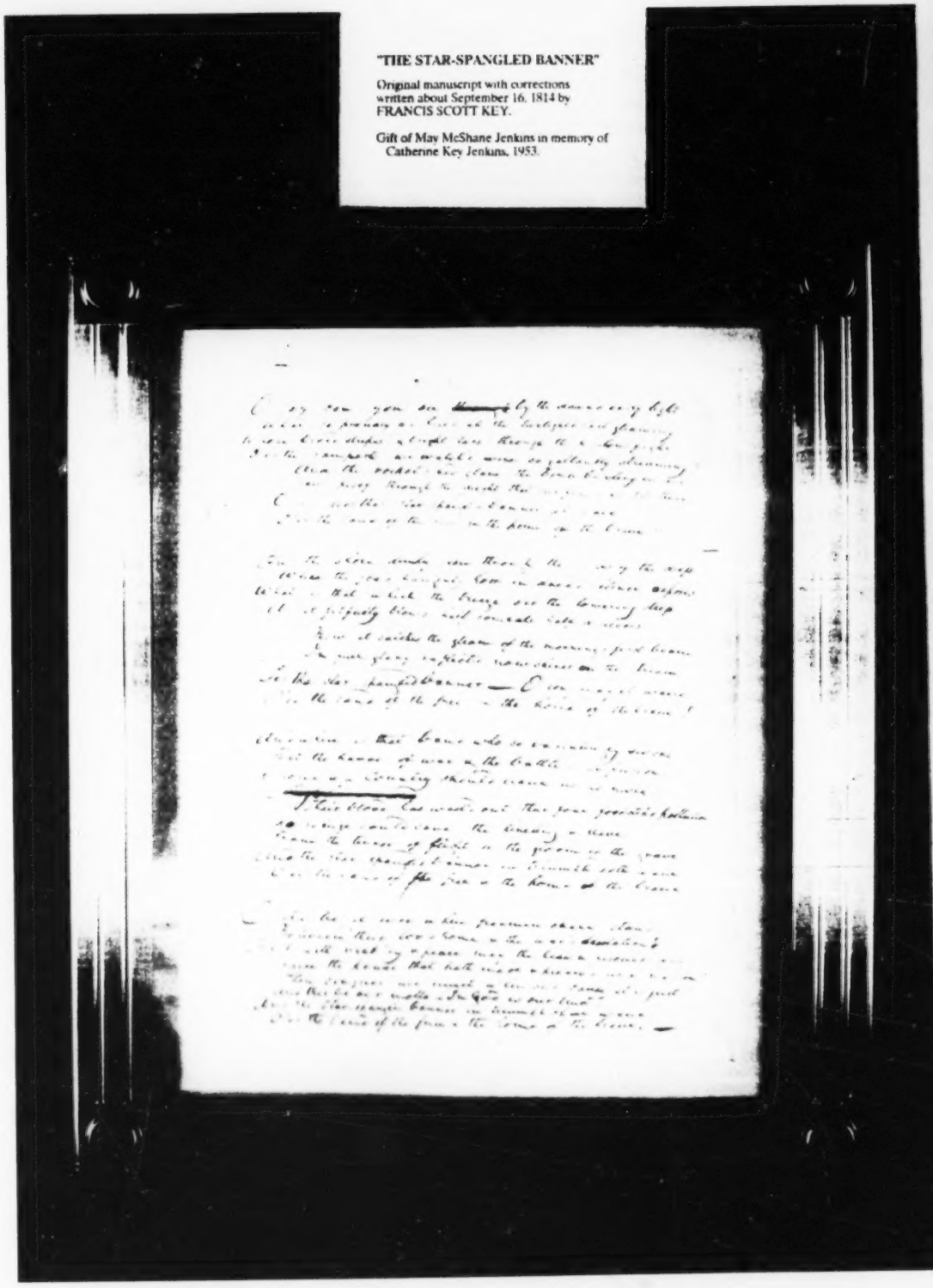
THE STAR-SPANGLED BANNER PROJECT



"THE STAR-SPANGLED BANNER"

Original manuscript with corrections written about September 16, 1814 by FRANCIS SCOTT KEY.

Gift of May McShane Jenkins in memory of Catherine Key Jenkins, 1953.

Original manuscript appears courtesy of the Maryland Historical Society.

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DEFENCE OF FORT M'HENRY.

The annexed song was composed under the following circumstances—A gentleman had left Baltimore, in a flag of truce for the purpose of getting released from the British fleet, a friend of his who had been captured at Marlborough.—He went as far as the mouth of the Patuxent, and was not permitted to return lest the intended attack on Baltimore should be disclosed. He was therefore brought up the Bay to the mouth of the Patapsco, where the flag vessel was kept under the guns of a frigate, and he was compelled to witness the bombardment of Fort M'Henry, which the Admiral had boasted that he would carry in a few hours, and that the city must fall. He watched the flag at the Fort through the whole day with an anxiety that can be better felt than described, until the night prevented him from seeing it. In the night he watched the Bomb Shells, and at early dawn his eye was again greeted by the proudly waving flag of his country.

Tune—Anacreon in Heaven.

O! say can you see by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming,
Whose broad stripes and bright stars through the perilous fight,
O'er the ramparts we watch'd, were so gallantly streaming?
And the Rockets' red glare, the Bombs bursting in air,
Gave proof through the night that our Flag was still there;
O! say does that star-spangled Banner yet wave,
O'er the Land of the free, and the home of the brave?

On the shore dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines in the stream,
'Tis the star spangled banner, O! long may it wave
O'er the land of the free and the home of the brave.

And where is that band who so vauntingly swore
That the havoc of war and the battle's confusion,
A home and a country, shall leave us no more?
Their blood has washed out their foul footsteps pollution.
No refuge could save the hireling and slave,
From the terror of flight or the gloom of the grave,
And the star-spangled banner in triumph doth wave,
O'er the Land of the Free, and the Home of the Brave.

O! thus be it ever when freemen shall stand,
Between their lov'd home, and the war's desolation,
Blest with vict'ry and peace, may the Heav'n rescued land,
Praise the Power that hath made and preserv'd us a nation!
Then conquer we must, when our cause it is just,
And this be our motto—"In God is our Trust;"
And the star-spangled Banner in triumph shall wave,
O'er the Land of the Free, and the Home of the Brave.

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The Star Spangled Banner appears courtesy of the National Museum of American History.

The Star-Spangled Banner

by Francis Scott Key (1814)

O say can you see by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming;
Whose broad stripes and bright stars, through the perilous fight,
O'er the ramparts we watched, were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there,
O say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

On the shore dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, now conceals, now discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines on the stream,
'Tis the star-spangled banner - O long may it wave
O'er the land of the free and the home of the brave!

And where is that band who so vauntingly swore,
That the havoc of war and the battle's confusion
A home and a country should leave us no more?
Their blood has washed out their foul footsteps' pollution.
No refuge could save the hireling and slave
From the terror of flight, or the gloom of the grave,
And the star-spangled banner in triumph doth wave
O'er the land of the free and the home of the brave!

Oh! thus be it ever, when freemen shall stand
Between their loved homes and the war's desolation!
Blest with victory and peace, may the heaven-rescued land
Praise the Power that hath made and preserved us a nation.
Then conquer we must, for our cause it is just,
And this be our motto: "In God is our trust,"
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave!

Primary Sources for The Star-Spangled Banner

1. Document 1: **Letter from Caroline Pickersgill Purdy to Georgiana Armistead Appleton, Baltimore, (1876). Original letter is located at the Massachusetts Historical Society. Note: Students using this document for the "Historians are Detectives" activity need only read the first four paragraphs, ending with the sentence that reads, "The flag contained, I think, four hundred yards of bunting, and my mother worked many nights until 12 o'clock to complete it in the given time."**

"Mrs. Appleton. Dear Madam. I have lately seen in the newspapers that the noted flag which waved over Fort McHenry in the bombardment of Baltimore: is in your possession, and is to be sent to the Centennial.

I take the liberty to send you a few particulars about the "Flag". It was made by my mother, Mrs. Mary Pickersgill, and I assisted her. My grandmother, Rebecca Young made the first flag of the Revolution, (under General Washington's direction) and for this reason my mother was selected by Commo. Barney and General Stricker, (family connections), to make this "Star Spangled Banner" which she did, being an exceedingly exceedingly patriotic woman.

The flag being so very large, my mother was obliged to obtain permission from the proprietors of Claggetts brewery which was in our neighborhood, to spread it out in their malt house; and I remember seeing my mother down on the floor, placing the stars: after the completion of the flag, she superintended the topping of it, having it fastened in the most secure manner to prevent its being torn away by (cannon) balls: the wisdom of her precaution was shown during the engagement: many shots piercing it, but it still remained firm to the staff. Your father (Col. Armistead) declared that no one but the maker of the flag should mend it, and requested that the rents should be merely bound around.

The flag contained, I think, four hundred yards of bunting, and my mother worked many nights until 12 o'clock to complete it in the given time.

I would also state, that many of my ancestors were in the Revolution. My grandfather William Young was a captain in the war: my uncle Col. Flower was "Commissary General of Military stores", and Colonel of Artillery" - these, both lost their lives by camp fever; I had another uncle taken prisoner by the British, and whipped through the fleet for attempting to escape: and my father in-law, Henry Purdy, served through the war.

For my character and position I could refer you to Miss Margaret Purviance, or any other reference you would require; I could further recall myself to your recollection, as I was a Manager of the "Aged Woman's" Home at the same time your were, and was particularly

fascinated with you, (both being Episcopalians) in the care of a Mrs. Jefferson, daughter of Ms. Whipple a signer of the Declaration of Independence.

Your kindness and prompt attention to her induced me to present my case to you.

I am widowed and childless, and now find myself, in my seventy sixth year, in feeble health, and with the barest pittance of support. My friends here in Balto. – have suggested that if these particulars, met with your approbation, and were placed on a card attached to the flag, they might excite among patriotic people, some compassion for my helpless condition; but I would leave this matter entirely up to your judgement.

I have not been able to write, on account of not having the use of my right arm, but thought it was better to put the signature in my own hand with kind regards. I trust in your sympathy.

(Sgd) C. Purdy
(full name Caroline Purdy)

Letter from Caroline Purdy appears courtesy of the Massachussettes Historical Society.

2. Document 2: **A clipping from Benson J. Lossing's magazine <u>The American Historical Record</u> 2:13 (January, 1873):**

"The Star-Spangled Banner: Late in the autumn of 1861 I visited Fort McHenry at Baltimore; and in company with the late Capt. John Peter, a veteran of the War of 1812, I went out to the battle ground of North Point ... and other places connected with events which inspired Francis S. Key to write the song entitled "The Star-Spangled Banner". On our return I called upon Mr. Christopher Hughes Armistead, son of Colonel George Armistead, the commander of Fort McHenry in 1814, who kindly showed me the identical flag of which Key inquired "O, say, does that Star-Spangled banner yet wave o'er the land of the free and the home of the brave?" Mr. Armistead spread it out on his parlor floor. It was the regular garrison flag faded and worn by exposure to storms and missiles. It had eleven holes in it, made there by the shot of the British during the bombardment of Fort McHenry."

3. Document 3: **Account by Midshipman Robert J. Barrett, age 15, aboard HM Frigate Hebrus during the bombardment of Fort McHenry, September 13-14, 1814 (as related many years later in 1841).**

The following narrative account was published by "Naval Recollections," *United Service Journal*, April 1841, page 464. It is the only known reference to the flag by a British naval or military person who was present during the bombardment.

54

"Thus, after bombarding the forts and harbour of Baltimore for twenty-four hours, the squadron of frigates weighed, without firing a shot, upon the forenoon of the 14th, and were immediately followed by the bombs and sloops of war. In truth, it was a galling spectacle for the British seamen to behold. And, as the last vessel spread her canvas to the wind, the Americans hoisted a most superb and splendid ensign on their battery, and fired at the same time a gun of defiance ....."

Midshipman's account appears courtesy of Fort McHenry National Monument Library, National Park Service

4. Document 4: **A letter from Eben Appleton to Charles Walcott, Secretary of the Smithsonian Institution, 1912**

New York

December 12th, 1912

Mr. Charles Walcott, Secty
Smithsonian Institute
Washington, D.C.

Dear Sir:

If agreeable to you and the authorities in charge of the National Museum, I shall be very glad to present to that Institution the flag owned by me, and now in possession of the Museum as a loan from me, and known as the Star-Spangled Banner.

It has always been my intention to present this flag during my life time to that Institution in the country where it could be conveniently seen by the public, and where it would be well cared for, and the advantages and appropriateness of the National Museum are so obvious, as to render consideration of any other place unnecessary...

Very truly yours,

Eben Appleton

32 Liberty Street
Box 44
New York

Letter from Eben Appleton appears courtesy of the National Museum of American History.

5. Document 5: **From The History Channel's interview with Spencer Crew, Executive Director of the National Museum of American History, June 15, 1998:**

"Our task is really to preserve American history. And the flag project sort of symbolizes all the other projects that are part and parcel of the work that we do here....It's really our task as the caretaker of the flag to make sure that any steps we take in terms of examining it and trying to make sure that it continues to exist are done thoughtfully and carefully and in the best possible way."

6. Document 6: **From The History Channel's interview with Ronald Becker, Associate Director of Capital Programs, at the National Museum of American History, June 15, 1998:**

" [The Star-Spangled Banner] takes in our entire history. And so, in that way, this is an artifact that not only connects to all of us, but it ties us together. It's a symbol of unity and I think for those reasons it's extraordinarily powerful."

Resources

Recommended Secondary Sources

Furlong, Rear Admiral William, So Proudly We Hail. (Smithsonian Institution Press, Washington, DC. 1981)

Hickey, Donald, The War of 1812: The Forgotten Conflict. (University of Illinois Press, Chicago, IL , 1990)

Kent, Deborah, The Star Spangled Banner. (Childrens Press, Chicago, IL., 1995)

Kroll, Steven, By the Dawn's Early Light. (Scholastic Inc., New York, 1994)

Krythe, Maymie, Sampler of American Songs. (Harper & Row, New York, 1969)

Lord, Walter, The Dawns' Early Light. (W.W. Norton, New York, 1972)

Our Grand Old Flag. (New Hampshire: Cobblestone Publishing Inc. January, 1997)

Whitcraft, Melissa, Francis Scott Key. (Franklin Watts, New York, 1994)

A note on newspapers: There have been so many articles on the National Museum of American History's Star-Spangled Banner Preservation Project that it is difficult to list them all here. Among other newspapers, The New York Times, The Washington Post, and USA Today have carried articles in 1998.

Video

The Star-Spangled Banner. (HTV Productions, The History Channel, November, 1998)

Websites: History of the Star-Spangled Banner

http://www.historychannel.com
http://www.cfcsc.dnd.ca/links/milhist/1812.html
http://www.msstate.edu/Archives/History/USA/19th_C./1812.html
http://gi.grolier.com/presidents/gallery/star.html
http://www.usflag.org
http://www.si.edu/nmah

Websites: Preservation

http://www.nedcc.org
http://www.ICOM.org

'THE STAR-SPANGLED BANNER PROJECT

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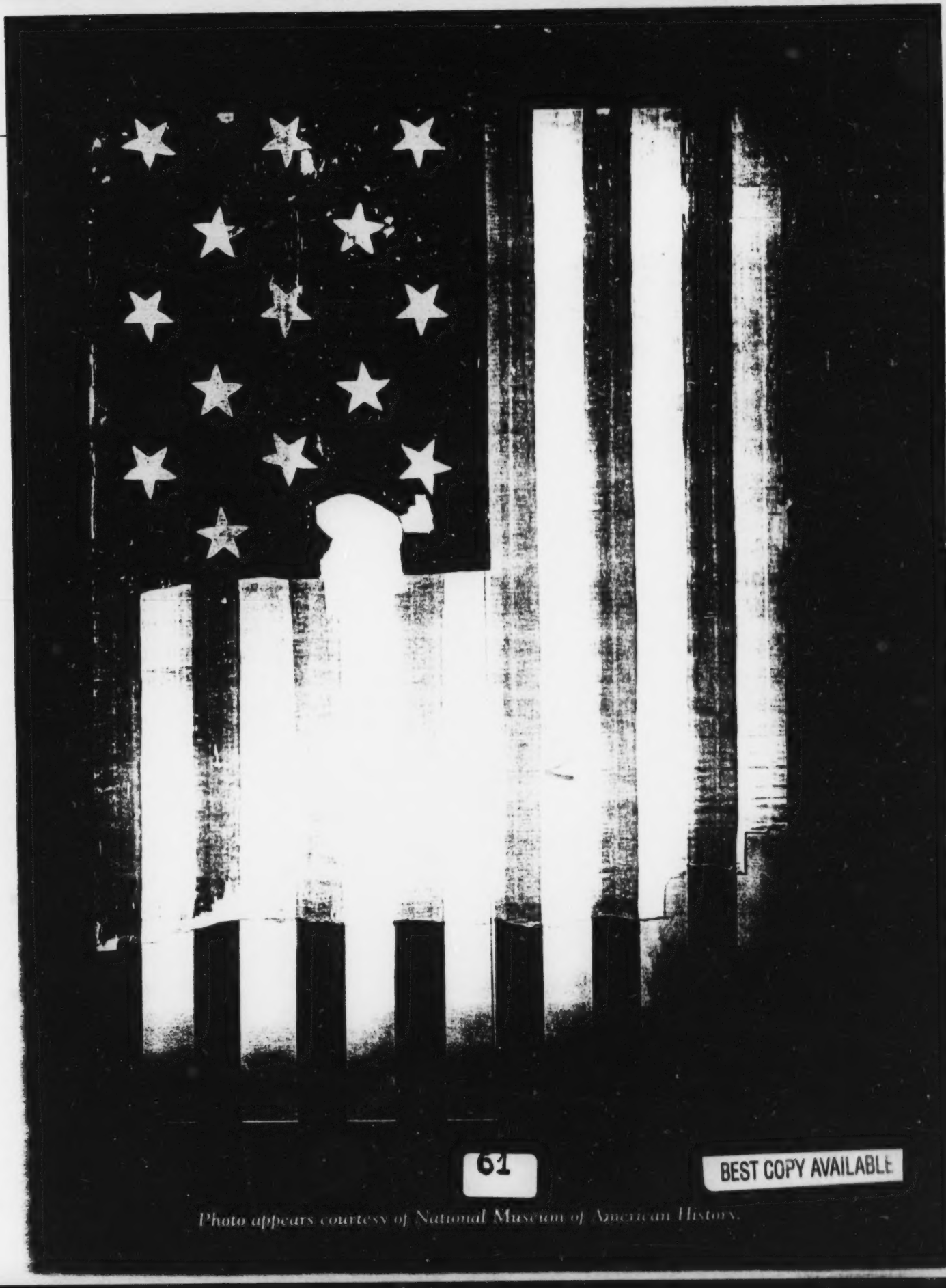

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